

EVALUATION OF PROFESSIONAL STAFF

The School Committee recognizes that the teaching process is extremely complex and the appraisal of this function is an extremely difficult and technical process. Because it is widely accepted that good teaching is the most important element in the educational program, evaluation of teaching must be accomplished on a continuing and periodic schedule.

Appraisal of teaching services shall serve at least five purposes:

- A. To aid the individual teacher to grow professionally;
- B. To raise the standards of the teaching profession as a whole;
- C. To raise the quality of instruction and educational services to children of our communities;
- D. To develop more cooperative and amicable relations between faculty and administration; and
- E. To provide a measure of competency so that school officials and School Committee members can make better decisions relative to continued employment.

Therefore, the School Committee delegates to its administrative staff the responsibility of developing, organizing, and implementing a system-wide program for evaluating the instructional process as one means to ensure quality control of instruction.

Adopted: 1988

EVALUATION OF PROFESSIONAL STAFF MEMBERS

The following has been condensed from the official Windham School District Evaluation Policy.

The basic purpose of evaluation is to encourage continued growth of school personnel and to provide a means of communicating professional concerns and seek ways to improve the educational process.

The formative evaluation or goal setting procedure is the basis of the evaluation process in this school district. The responsibility for the accomplishment of negotiated goals is shared by both the supervisor and teacher. Although the terms "evaluator" and "supervisor" are used here, this method results in this person becoming more of a facilitator.

The steps involved in this process are:

- A. Analysis - Teacher and supervisor separately consider possible objectives in light of overall goals of the school system and its priorities: areas of special interest, or weak areas to be improved.
- B. Goal Setting Conference - Teacher and evaluator come to an agreement on the objectives to be focused upon. These are stated in writing. Performance indicators are agreed upon which will provide readily observable evidence of the attainment of the objectives.
- C. Observation and Collection of Data - The purpose of observation is the collection of data, not the evaluation of performance. The observation is a means of examining the teaching process on a first-hand basis in the class room. Observations may be as frequent as the evaluator feels necessary. The probationary teacher shall receive, but is not limited to, a minimum of two formally conducted evaluations yearly. The teacher on continuing contract shall receive at least one formal evaluation yearly.
- D. Periodic Review - Teacher and supervisor meet to discuss progress, share data, or renegotiate goals (mini-conferences).

- E. Evaluation Conference - Collected data is reviewed and interpreted by both teacher and supervisor in terms of the progress made toward the objectives agreed upon. There shall be a written record of this conference which is signed by both parties indicating that the material has been read and discussed.
  
- F. Follow-up - Areas still requiring improvement should be discussed, with specific recommendations and provision for assistance from the supervisor and any other additional resources which may be of benefit to the individual.

A copy of the complete evaluation policy is to be provided t. each staff member.

Adopted: PRIOR TO 1988